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ABSTRACT

West Virginia State College entered into a contract with two professors from North Carolina State University to provide consultation and guidance to the West Virginia State College-Community and Technical College (WVSC-CTC) Study Commission. Findings and recommendations include: (1) the strengths of the CTC, as seen by its community, are the commitment and diversity of its faculty and staff, its ability and willingness to draw upon the resources of the entire institution, its commitment to open access, and its ability to prepare students for a job; (2) the CTC's weaknesses were that the college has a lack of a clear identity, an inability to respond to community needs in a timely fashion, no permanent provost to lead the college; and poorly treated faculty; (3) every effort should be put forth to clarify the relationship between WVSC and the CTC; (4) a comprehensive environmental scan that focuses on the workforce needs in WVSC-CTC's responsibility district should be completed as soon as feasible; (5) a critical assessment of the status of all associate degrees and all credit and noncredit offerings should be undertaken; and (6) a critical analysis should be made of the existing administrative structure to determine its capacity to respond quickly and effectively to the workforce needs in the community. (JA)

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Consultants' Report
to West Virginia State College and Community and Technical College Study Commission: Observations and Recommendations

May 4, 2000

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Introduction

West Virginia State College entered into a contract with Dr. George B. Vaughan, Professor, and Dr. Edgar J. Boone, Professor Emeritus, North Carolina State University, to provide consultation and guidance to the West Virginia State College Community and Technical College Study Commission that was created by President Hazo W. Carter, Jr. The charge given to the WVSC-CTC Study Commission by President Carter was to accomplish the following:

> *Review the role of the community and technical college as called for by Senate Bill No. 653.*

> *Propose an implementation plan for the provision of expanded community college education in the Kanawha Valley and the college's broader service region (referred to in Senate Bill No. 653 as responsibility district).*

In responding to their assignment, the consultants were guided by their interpretation of Senate Bill No. 653 and their assessment of the current status of West Virginia State College Community and Technical College (WVSC-CTC).

The consultants' assessment of the status of WVSC-CTC in relation to the provisions of Senate Bill No. 653 was based upon information obtained through meetings with President Carter; the WVSC-CTC Study Commission; West Virginia State College Advisory Board; administrators, faculty members, staff members, elected student leaders, and alumni representing West Virginia State College and WVSC-CTC; legislators representing WVSC-CTC's responsibility district; public school officials; business, industry, and community leaders; and other key stakeholder groups.

In addition, the consultants obtained valuable information about the status of WVSC-CTC from numerous documents and other resource materials provided by the Commission, West Virginia State College, WVSC-CTC, and other individuals.

In initiating their assessment of WVSC-CTC in relation to the provisions of Senate Bill No. 653, the consultants felt that it was essential to obtain an understanding of the college's history, evolution, current status, and its assigned responsibility district.

History, Evolution, and Current Status

WVSC-CTC's roots can be traced back to the late 1950s. In keeping with its mission as an 1890 land grant college, West Virginia State College began to offer a limited number of associate's degrees in the late 1950s that focused on various aspects of workforce preparation. These early efforts of West Virginia State College to respond to workforce development needs in the state and the Kanawha Valley led to the gradual evolution of WVSC-CTC.

West Virginia State College administrators encountered several major obstacles in their early efforts to institutionalize, develop, and gain acceptance of the community college concept. The chief obstacle was the lack of funds to staff and provide the physical facilities and equipment needed for the evolving community college. Other obstacles included a lack of understanding among some of the college's administrators and faculty as to the mission of a community college and how it is compatible with yet differs from that of West Virginia State College's mission. Moreover, some of West Virginia State College's administrators and faculty were somewhat skeptical about the credentials of students who would be attracted to the community college and the quality of programs and courses that would be offered by the community college.

Nevertheless, West Virginia State College administrators were persistent in their efforts to institutionalize and build a strong community college component as an integral part of West Virginia State College. It was during the 1970s that WVSC-CTC as it is currently characterized began to emerge. The WVSC-CTC's 1999-2000 *Program Information Guide* reports that the community and technical college at West Virginia State College was established in 1978.

Although adequate funding for WVSC-CTC continues to be a stumbling block, WVSC-CTC has, as a part of West Virginia State College, made notable progress in its quest to become a comprehensive community and technical college.

According to data provided to the consultants, the college offers 21 associate's degree programs. The head count for students currently enrolled is approximately 1,500 students. Approximately 688 FTEs are generated by

WVSC-CTC. Of particular note is that approximately 12,000 noncredit students are currently being served by the WVSC-CTC. It is important to note, however, that the *West Virginia State College Factbook* indicates that the degrees conferred with respect to WVSC-CTC's associate's degree programs were relatively low for the period from 1995 to 1999.

Although WVSC-CTC has made noteworthy progress in its attempt to serve the educational needs of people in its responsibility district, a special note should be made: Senate Bill No. 653 reports that the Kanawha Valley is the area of the state that is under-served for community and technical education and that it deserves more convenient access to higher education opportunities, *including access to workforce development programs.* Further, Senate Bill No. 653 states that in order to satisfy the growing needs of the Kanawha Valley for access to quality higher education programs, the delivery of community and technical college services in the Kanawha Valley must meet the goals for comprehensive community and technical education as defined in Senate Bill No. 653. The implication is that the legislators feel that WVSC-CTC and the other three community and technical colleges whose responsibility districts include counties in the Kanawha Valley are not fully serving the educational needs of individuals, business and industry, and the public sector in the Kanawha Valley.

Responsibility Districts

WVSC-CTC's responsibility district (service area) includes Clay, Kanawha, and Putnam Counties. However, each of these three counties is included in the responsibility districts of three other community and technical colleges. Clay County is also included in the responsibility district of Glenville State Community and Technical College and West Virginia University Institute of Technology Community and Technical College. Kanawha County is also included in the responsibility district of West Virginia University Institute of Technology Community and Technical College. Putnam County is also included in Marshall University Community and Technical College's responsibility district.

According to Senate Bill No. 653, the intent of the legislature is that when counties are listed in more than one responsibility district, the county shall be the joint responsibility of each of the community and technical colleges assigned to that county. Therefore, although WVSC-CTC shares each of the counties in its responsibility district with other community and technical colleges, the total population of its responsibility district is one of the largest in relation to the responsibility districts of the other community and technical colleges in the state.

Data obtained from Internet sources indicate that in 1999, some 261,808 persons were residing in the three counties that constitute the responsibility district of WVSC-CTC. The population reported for each of the three counties is as follows: Clay, 10,609; Kanawha, 199,263; and Putnam, 51,936.

Requirements for Meeting the Conditions of Senate Bill No. 653

West Virginia State College and WVSC-CTC will have to meet the following conditions to comply with Senate Bill No. 653:

- WVSC-CTC must be accredited separately from West Virginia State College.
- West Virginia State College must transfer directly all state funding allocations earmarked for WVSC-CTC to that college.

West Virginia State College may charge WVSC-CTC fees for administrative overhead costs subject to a schedule approved by the Commission.

- Policies must be formally established to ensure the separation of academic and personnel policies of WVSC-CTC from those of West Virginia State College. Those policies will include but are not limited to appointments, promotions, work load, and, if appropriate, tenure.
- West Virginia State College must provide the following services to WVSC-CTC:

  personnel management;
  record keeping;
  payroll;
  accounting;
  legal services;
  registration;
  student aid;
  student records; and
  such other services as determined to be appropriate by the Commission.

Based upon the consultants' interpretations of Senate Bill No. 653, WVSC-CTC must prepare an institutional compact for submission through appropriate channels (West Virginia State College and its Board of Governors) to the Commission for its approval. Updated annually, the compact contains a process for WVSC-CTC to meet its goals, to clarify its mission, and to align its master plan with the compact.

In addition to these conditions, Senate Bill No. 653 stipulates that WVSC-CTC is encouraged to secure academic services from West Virginia State College when it is in the best interests of the students to be served, of WVSC-CTC, and of West Virginia State College. In determining whether to secure services from West Virginia State College, WVSC-CTC shall consider the following:

the costs of the academic services;
the quality of the academic services;
the availability both as to time and place of the academic services; and
such other considerations as WVSC-CTC finds appropriate,

taking into account the best interests of students to be served, WVSC-CTC, and West Virginia State College, and provided that West Virginia State College is not prohibited from purchasing or brokering remedial or developmental courses from WVSC-CTC.

Further, Senate Bill No. 653 specifies that the president of West Virginia State College will appoint the president or provost of WVSC-CTC who serves at the will and pleasure of West Virginia State College's president. In addition, Senate Bill No. 653 states that West Virginia State College's Board of Governors and president shall be responsible for the step-by-step development of WVSC-CTC and its compliance with the essential conditions defined in the legislation.

In terms of governance, Senate Bill No. 653 states that WVSC-CTC is responsible to West Virginia State College's president and Board of Governors. WVSC-CTC will have, however, an institutional Board of Advisors consisting of fifteen members. Twelve lay members of WVSC-CTC's Board of Advisors are appointed by the Joint Commission. The other three members will include a full-time member of the faculty with the rank of instructor or above, duly elected by the faculty; a member of the student body in good academic standing, enrolled for college credit work and duly elected by the student body; and a member of the institution's classified staff, duly elected by the classified staff. Although a number of responsibilities are defined for WVSC-CTC's Advisory Board, of particular significance is that the Board of Advisors will develop the master plan for the WVSC-CTC.

Strengths and Weaknesses

The consultants asked various groups to identify the strengths and weaknesses associated with WVSC-CTC. The comments were solicited without follow-up and without verification. One assumes that many of the strengths and weaknesses identified are based on facts; others, however, may simply be the perceptions of individuals. In any event, the comments help one to understand and to appreciate more fully the opportunities and challenges facing the WVSC-CTC.

Strengths

WVSC-CTC has many strengths that have served it well in the past and that bode well for its future. The following strengths are among those noted by the faculty, staff, students, community members, advisory board members, and other constituents of the WVSC-CTC. The list, although limited to the perceptions of individuals attending the meetings of the Commission, seems to the consultants to be legitimate because many of the comments were made by more than one individual. No attempt was made by the consultants to identify those making the remarks with a specific segment of West Virginia State College (WVSC). That is, no attempt was made to ascertain if the remarks came from someone associated primarily with WVSC-CTC or from someone associated primarily with some other segment of WVSC.

A number of individuals praised the commitment, diversity, flexibility, and qualifications of the faculty and staff associated with WVSC-CTC. These individuals work well with nontraditional students as well as with traditional ones. The faculty seem to understand the importance of serving students who wish to receive the associate's degree and workforce training as well as those who wish to continue their education through the bachelor's degree.

A strength identified by some faculty members is WVSC-CTC's ability and willingness to draw upon the resources of the entire college. For example, WVSC-CTC students, as members of the college community, use the same library as students pursuing a four-year degree; the same is true of other

facilities such as admissions, financial aid, dining facilities, athletic facilities, and similar facilities. The sharing of resources between WVSC-CTC and the remainder of the campus community should provide cost savings to the taxpayers of West Virginia. Some individuals noted that having faculty members teach students enrolled in WVSC-CTC as well as those enrolled in upper division courses and programs is a strength, especially in the general education component of the various curriculums. For those students who begin their education in WVSC-CTC, either in developmental education or one of the programs offered by WVSC-CTC, and who wish to continue in a bachelor's degree program at WVSC, the transfer process seems to work well, at least as perceived by certain faculty members.

WVSC-CTC's commitment to open access is viewed as a strength, especially among those individuals who believe that a community college should serve all members of society who can profit from enrolling at the college. The commitment to open access and lifelong learning has made WVSC-CTC visible in some areas where, were it not a part of WVSC, it might not be as visible. Indeed, some faculty and staff members viewed the college's outreach efforts as a strength.

A major strength of WVSC-CTC is its ability to prepare students for a job upon receiving the associate's degree. Important is WVSC-CTC's commitment to educating people in technical fields such as medical technology. Some programs have received awards of excellence from the state. As one respondent noted, "CTC has excellent programs as noted by the state and successful and competent graduates who are needed in society and who find gainful employment." Responding to the area's needs for trained workers with short-term courses (both credit and noncredit), currently viewed positively by some individuals, has the potential of becoming a major strength of WVSC-CTC.

WVSC-CTC's interaction with the community through contacts with business and industry, the public schools, and the use of curriculum advisory boards is a strength, and one that can and should be enhanced considerably.

Weaknesses

Those individuals who met with the consultants noted a number of weaknesses associated with WVSC-CTC. Again no attempt was made by the consultants to associate the individual making the remarks with any specific

component of WVSC. One area of concern identified by a number of individuals seems to the consultants to be a major problem; thus, we feel it deserves special attention. That problem will be discussed in the next section of this report. Meanwhile, among the weaknesses identified are the following:

- Some individuals feel that there are not enough resources even to identify the needs of the community, much less meet those needs.
- A major weakness identified by a number of individuals was WVSC-CTC's lack of a clear identity, both on campus and in the community. More than a few individuals pointed out that no signs or other forms of identification, either on campus or on the highways, pointed the way to WVSC-CTC. One result is that the community and technical college's image suffers, as does the self-esteem of some faculty and staff associated with WVSC-CTC. Another result may be that WVSC-CTC is under-used by members of the community because of its "best kept secret" status.
- Some comments were made that led the consultants to believe that WVSC-CTC faculty may be viewed by some members of the campus community as second-class citizens. Indeed, one individual commented that WVSC-CTC is not recognized as being a part of WVSC.
- Comments were made regarding the inability of WVSC-CTC to respond to community needs in a timely fashion. Roadblocks identified ranged from WVSC's administration to the state-level bureaucracy.
- Another weakness noted is the lack of a permanent provost to lead WVSC-CTC. This situation, while temporary, may hamper WVSC-CTC's ability to fulfill its mission effectively and efficiently in the near future.

The next section briefly summarizes what the consultants see as a major problem facing WVSC-CTC. Here it should be noted that it is neither possible nor desirable to separate the issues facing WVSC-CTC from those facing WVSC as a whole. *The only reason the consultants included the following section is to help clarify WVSC-CTC's position as WVSC begins the process of implementing the relevant sections of Senate Bill No. 653.*

A House Divided

At the risk of appearing overdramatic, the consultants chose "A House Divided" as the heading for this section. Why? Based upon comments from a number of individuals and from written correspondence received during our visits and by e-mail, it appears to the consultants that WVSC does indeed suffer from some major divisions between WVSC-CTC and the four-year component of the college. It should be noted that divisions also exist among individuals whose primary affiliation is with WVSC-CTC. Some of the divisions, such as the image of WVSC-CTC and the self-esteem of some individuals associated with it, are discussed in the previous section. As one individual remarked, "We cannot hope to fulfill the requirements of the senate bill [Senate Bill No. 653] until we get our own house in order." The following are the perceptions of the consultants regarding some situations and factors that hamper WVSC-CTC from being as efficient and effective in its operations and as valuable to the college and to the community as it has the potential of being.

The major issue that appears to be driving a wedge between segments of the college community is a lack of a clear understanding of the mission, philosophy, goals, role, scope, importance, and status of WVSC-CTC. For example, if faculty and staff associated with WVSC-CTC are perceived (either in their own mind or by others) as second-class members of the college community, an unacceptable division exists on campus, assuming WVSC wants to be viewed as a single institution. Even Senate Bill No. 653 notes that community college faculty and staff have some difficulty finding their place in the academic sun. To quote, "That, despite progress made in developing community and technical colleges pursuant to Senate Bill No. 547, most of these colleges remain subordinated to colleges and universities with four-year and graduate missions" (p. 127). Further, Senate Bill No. 653 states that "in most of the component community and technical colleges the majority of faculty are appointed and rewarded according to policies of the four-year institution, not the community and technical college" (p. 127).

On the other hand and no less divisive is that faculty and staff members whose "home base" is in WVSC-CTC must acknowledge that at this stage Senate Bill No. 653 is the law. Therefore, assuming the Implementation Team

offers a reasonable plan to the Commission, WVSC-CTC will remain a part of WVSC rather than having its functions absorbed by an independent (freestanding) community college. To continue to fight for an independent community college when the facts point otherwise would add to any division on campus that already exists.

Comments on Why the House is Divided

The following comments are representative of those given to the consultants regarding why a division exists on campus. As with the strengths and weakness listed in the "Strengths and Weaknesses" section, no attempt was made to identify the individual making the comments with any component of the college. In addition, no follow-up was done by the consultants to determine how widespread the feelings expressed by these individuals are throughout the entire campus. Nevertheless, the feelings expressed are strong, and the speakers appear passionate in their beliefs.

One individual believes that the former provost of WVSC-CTC encouraged conflict between two-year and four-year faculty. "That is why you [the consultants] have heard so much about it." From the other side of the same coin comes the comment that one of the top administrators at WVSC does not understand the mission of a community and technical college.

Another individual believes that if WVSC-CTC is to succeed, there must be cooperation from the top. "The president must take the lead," was this individual's analysis. Another suggests that if WVSC-CTC is to be effective, it must receive strong leadership from the new provost, and the new provost must understand the community college. Another member of the campus community states that "the top administrators do not respect each other, and this flows down."

The divisiveness extends into the academic program. According to one individual, "Students were routinely told that nuclear med students were not as valuable as four-year students [and that] physics was wasted on nuclear med students."

The divisiveness between faculty who are based in WVSC-CTC and those based in the four-year segment of WVSC has been alluded to above. One other comment is perhaps worth noting. One individual believes that the four-

year component of WVSC does not fully recognize the value of WVSC-CTC and the contributions it make, and that this is manifest in a lack of financial support, campus recognition, and WVSC-CTC faculty representation on WVSC boards and committees.

The lack of understanding about the community college mission seems to be a point of contention on campus. For example, one individual commented that many on the WVSC campus do not consider the community college to have a unique mission. "We have been told that there is only one mission at this institution." There seems to be a point of view on campus, as expressed by more than one individual, that the function of a community college is to prepare students to enter the baccalaureate program. On the other side of the debate, one member of the campus community wonders if the WVSC-CTC faculty and staff still want to be a part of WVSC.

Certainly the departure of WVSC-CTC's provost, for whatever reason, added fuel to the fires of divisiveness. Members of the campus community must put his departure behind them and move forward if wounds are to heal without lasting scars.

One could go on with this topic, quoting extensively from various letters, newspaper stories, and so on. To do so would accomplish little and only provide additional fuel for the fires of dissention. Suffice it to say that the breach between the four-year component and the two-year component of WVSC must be closed. Also, the disagreements *within* WVSC-CTC must also be put aside if the college is to continue to serve its many constituents effectively.

"Talking Points"

The following suggestions and observations might serve as "talking points" as members of the campus community move to eliminate those tensions that emanate from the role of WVSC-CTC as a part of WVSC.

The first and perhaps the most important discussion to occur on campus would center on how to define the role and scope of WVSC-CTC as an important and desirable component of WVSC. From the perspective of the consultants, it is unacceptable to refer to WVSC-CTC in any way other than as

an integral part of WVSC. The discussion could examine how to present WVSC both internally and to the public as one institution made up of two separately accredited components—one four-year and one two-year.

Members of the campus community should have an understanding of the mission of a comprehensive, open access, public community college. What, for example, is unique about a community college, and how can that uniqueness be communicated to all members of the college community and to the community at large?

What does WVSC-CTC have in common with the four-year component of WVSC? For example, general education is an important component of the associate's degree as well as of the bachelor's degree.

How does WVSC-CTC's mission differ from the mission of those parts of the college devoted primarily to offering courses and services leading to the bachelor's degree?

What support services can the two components share in order to serve students more efficiently and more effectively and perhaps with less cost to the taxpayers of the state than would be true if the services were provided by two separate institutions?

What should be the role of WVSC-CTC in workforce development?

Does WVSC-CTC receive the attention from the college's top administrators equal to its role and responsibilities? If not, why not? What should be done to assure that neither the four-year nor two-year component of the college is viewed as secondary to the other component?

How can communications in general be enhanced between individuals associated primarily with the two-year component and those associated primarily with the four-year component?

What campus resources can WVSC-CTC draw upon as it moves toward independent accreditation by the North Central Association of Colleges and Schools? How can those individuals primarily associated with the four-year component of WVSC assist WVSC-CTC in the accrediting process?

Last, but certainly not least, how can every member of the campus community work together to assure that WVSC-CTC assumes a leadership role in implementing the relevant provisions of Senate Bill No. 653?

The above points for discussion should be only the beginning of an ongoing dialogue regarding the role of WVSC-CTC as those individuals associated with it work to assure that it is the outstanding community and technical college in the state. The consultants believe that it is imperative that everyone on campus realizes that any time a member of the campus community denigrates WVSC-CTC, he or she denigrates the college as a whole. The result is that not only does the reputation of the college suffer but also so does the reputation of everyone associated with WVSC.

Preparing for the Implementation Plan

In the very near future, President Carter will become one of nine members of the group that will determine the status (indeed, the fate) of WVSC-CTC. As a member of the Implementation Team, he will help plan the future of community college and technical education in the Kanawha Valley. The consultants were asked by President Carter to make suggestions regarding what might go into the implementation plan from the perspective of WVSC-CTC. Certainly the strengths listed in the "Strengths and Weaknesses" section should be emphasized in any discussion regarding the role WVSC-CTC will play in carrying out any plan. The following recommendations are based upon what we have heard and read in relationship to WVSC and particularly WVSC-CTC.

First and foremost, the president should lead a discussion with the entire college community regarding the provisions *and implications* of Senate Bill No. 653 as it relates to WVSC and WVSC-CTC. The discussion should continue until all questions are answered and members of the college community understand, agree on, and are committed to implementing the provisions of the bill.

Next, the president, faculty, and staff should critically examine those factors that constitute a comprehensive community and technical college. What is the mission of a comprehensive community and technical college? What is its history? Its philosophy? How does a comprehensive community and technical college differ from WVST-CTC as it now exists? How do the faculty and staff's interpretations of a comprehensive community and technical college concur with the interpretation offered in Senate Bill No. 653? How does these interpretations differ? What needs to be done to meet the requirements of the bill?

Every effort should be put forth to clarify the relationship between WVSC and WVSC-CTC. Included in the clarification should be an understanding of the unique characteristics of WVSC's *repositioned and restructured* community and technical college. WVSC-CTC will have its own budget, academic

and personnel policies, and accreditation. What will be the impact of these changes?

A comprehensive environmental scan that focuses on the workforce needs in WVSC-CTC's responsibility district should be completed as soon as feasible. Business and industry leaders and leaders from the public service sector—including public schools, the Chamber of Commerce, the Employment Exchange Commission, economic development councils, other community leaders and organizations, as well as members of the college community—should be involved in conducting and interpreting the findings of the environmental scan. It is also imperative that members of WVSC-CTC's advisory board be involved in conducting the scan, in interpreting the results of the scan, and in using the information obtained from the scan in planning for the future. The advisory board should find the results of the environmental scan useful in developing the master plan called for in Senate Bill No. 653.

A critical assessment of the status of all associate degrees and all credit and noncredit offerings should be undertaken. Major emphasis should be placed on those degrees designed to prepare graduates to enter the workforce upon graduation. A major purpose of the assessment should be to determine the relevance and productivity of existing degree programs and of their relevance to the workforce needs of the Valley. A hard look should be taken at which, if any, degree programs should be discontinued because they are either not relevant to the area's needs or because they are not productive in relation to the resources required to continue them. The results of the environmental scan should be used extensively in analyzing the existing degree programs and in deciding what new degree programs will be needed to meet the workforce needs of the Valley in the future.

A critical analysis should be made of the existing administrative structure of WVSC-CTC to determine its capacity to respond quickly, effectively, and efficiently to the workforce needs in the Valley. Workforce development cannot be effective without an in-depth knowledge of and support by the businesses and industries in the area. *Therefore, if WVSC-CTC is to serve business and industry effectively, an individual should be employed who will work full-time with business and industry to determine what services WVSC-CTC should and can provide.*

The individual in this position should have the prestige and authority

needed and required to work effectively with business and industry. That is, the person in the position should be able to speak for the college when required to do so. An appropriate title for the position might be assistant provost for economic development. Ideally, the person who fills the position should be very knowledgeable about the world of business and industry and should possess excellent leadership skills, including excellent interpersonal skills.

Those individuals involved in developing the Implementation Plan and members of the Implementation Team should be made aware of WVSC's historic role in the Valley. The college is well established and has the respect of a number of leaders in the area. These points should be emphasized and used to WVSC's advantage as the plan is developed.

WVSC-CTC should take advantage of its geographic location. Indeed, a major advantage that WVSC has in relation to Marshall University Community and Technical College, Glenville State Community and Technical College, and West Virginia University Institute of Technology Community and Technical College is its favorable location. WVSC-CTC ought to be at the center of all community college education taking place in the Valley. No other community and technical college can claim the favorable location that WVSC-CTC occupies. This advantage should be "pushed to the limit" as the Implementation Plan is developed.

WVSC-CTC must be committed to providing qualified faculty and staff, facilities, and equipment to fulfill the mission of a comprehensive community college. In relation to the faculty and staff, WVSC-CTC's location places it in a favorable position to employ well-qualified adjunct faculty. The location of WVSC-CTC also places it at or near the center of much of the business and industry activity in the area. Businesses and industries can provide equipment, classroom and laboratory space, and adjunct faculty for WVSC-CTC's technical programs and courses.

WVSC's physical plant is a major advantage in carrying out the mission of WVSC-CTC. An analysis of the equipment, shops, and laboratories required to position WVSC-CTC to carry out the mission of a comprehensive, open access, public community and technical college should be undertaken and the necessary additions made. With appropriate equipment and facilities, WVSC-CTC should be able to compete favorably with other institutions of higher education in the area.

In concluding this section, the consultants believe that President Carter is committed to assuring that WVSC-CTC is the leader in community college education in the area. His goal, we believe, is to develop a first-class community and technical college with an ever-evolving but clear vision of WVSC-CTC's role and scope in meeting the educational needs of the Kanawha Valley and beyond.

Concluding Remarks

We deeply appreciate the warm welcome we received from everyone on campus. Students, faculty, staff, community members, and everyone with whom we talked have brought much to the table for discussion and for reflection. Members of the Commission have been loyal in attending the meetings and most helpful with their comments. A special note of thanks to Dr. Ervin V. Griffin, Sr., Vice President of Student Affairs Administration, and Dr. Gail A. Flint, Chair of the Department of Criminal Justice. As co-chairs of the Commission, they brought knowledge, commitment, professionalism, and grace to their roles. The latter is no small accomplishment when one works in an academic environment; in this environment in which we all labor, tensions are often high, opinions are always strong, and compromises are elusive. We deeply appreciate the opportunity to work with you and hope that in some small way, we have helped WVSC-CTC plan for the future as it continues to play a major role in higher education in the area.

Edgar J. Boone and George B. Vaughan